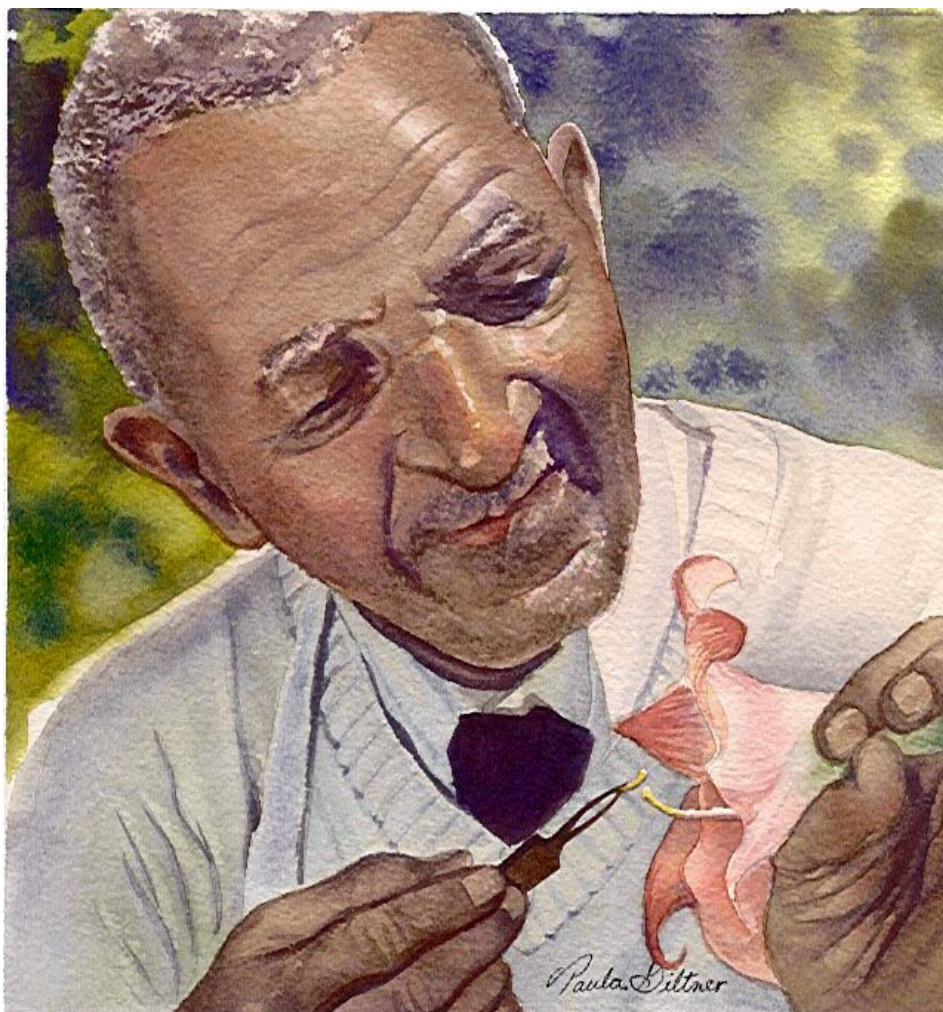


National Park Service
U.S. Department of the Interior

George Washington Carver National Monument
Diamond, Missouri



Discovering George Washington Carver — *A Man of Character*



Character Education Curriculum Grade 4

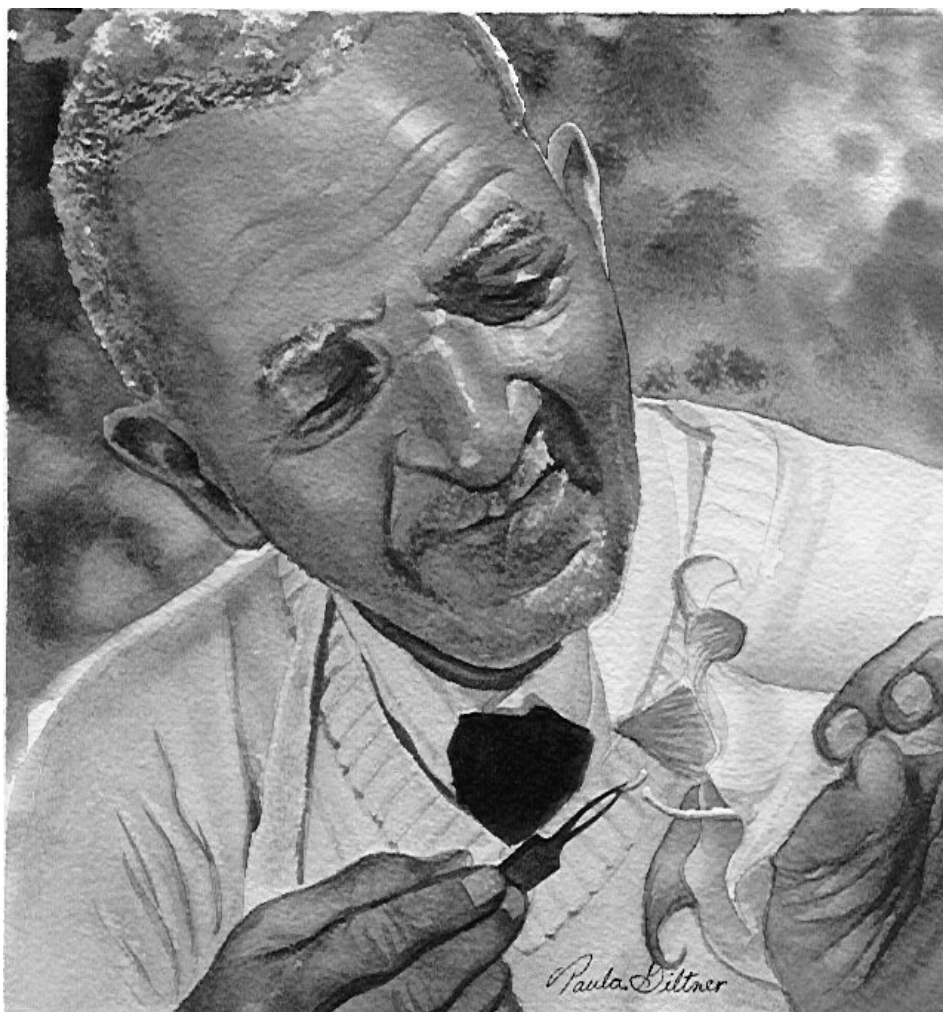
EXPERIENCE YOUR AMERICA™

National Park Service
U.S. Department of the Interior

George Washington Carver National Monument
Diamond, Missouri



Discovering George Washington Carver — *A Man of Character*



Character Education Curriculum Grade 4

EXPERIENCE YOUR AMERICA™

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Welcome to

“Discovering George Washington Carver—A Man of Character!”

Character education, lifeskills, ethics...whatever the name, educators model it on a daily basis! The George Washington Carver Character Education Curriculum combines fun, character-building activities for students, along with the life story of George Washington Carver.

This package contains resource material to help introduce the story of George Washington Carver, the first African American scientist and educator to receive the distinguished honor of having a national park created for him: George Washington Carver National Monument in Diamond, Missouri. Dr. Carver’s life modeled perseverance, patience, kindness, and many other excellent virtues.

Also included are curriculum-integrated activities and materials to assist students on their journey into character education. Links to the Missouri Show-Me Standards are listed in all lessons. This booklet is a wonderful addition to an educator’s toolbox of character-building tools, to help students make right decisions when faced with moral choices. The anchor of the booklet is Dr. Carver’s letter called “8 Cardinal Virtues”, written as a thank you letter to a group of his students at Tuskegee Institute in 1922.

Dr. Carver was a strong proponent of education, believing it to be the key to success for young people everywhere: “...*education is the key to unlock the golden door of freedom to our people.*” His philosophy and his life present a timely message for students today. George Washington Carver was truly “A Man of Character”!

Contact Information

George Washington Carver National Monument

5646 Carver Rd.

Diamond, MO 64840

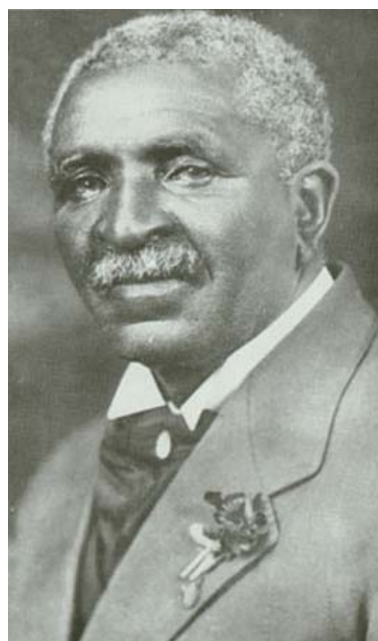
(417) 325-4151

Email: gwca_interpretation@nps.gov

Website: www.nps.gov/gwca

"How far you go in life depends on your being tender with the young, compassionate with the aged, sympathetic with the striving, and tolerant of the weak and the strong. Because someday in life you will have been all of these."

- G.W. Carver



About George Washington Carver National Monument

George Washington Carver National Monument in Diamond, Missouri is the birthplace and boyhood home of George Washington Carver. Authorized as a national monument in 1943, the memorial to Carver is the first national monument to an African American, the first to an agricultural scientist, and the first birthplace monument to a person other than a United States President.

The visitor center contains a museum with exhibits that trace Carver's life from being born into slavery and growing up on the Moses Carver farm to his role as an artist, educator, devout Christian, and humanitarian, as well as a world-renowned agricultural scientist. A documentary video depicting Carver's life and work is available for viewing, and there is a wide variety of books and souvenirs in the park's gift shop. Visitors may also enjoy the Carver Science Discovery Center, a hands-on science center where students explore the sciences using microscopes, computers, puzzles, games, and more.

Outdoors, a ¾-mile self-guiding trail winds along the streams, woods and prairie where Carver walked and played as a young child. The trail consists of the birthplace cabin site, the "Boy Carver" statue by Robert Amendola, the restored 1881 Moses Carver house, and the Carver family cemetery.

Ranger-led education programs are available year-round with advance reservations. Curriculum-based programs include:

- George Washington Carver: "I Can"
- 19th Century Lifestyles
- The Plant Doctor
- Dr. Carver: the Artist
- Dr. Carver and the Civil Rights Trail
- Pioneer Days
- Environmental-Education
- Art & Essay Contest for 4th grade students

Guided tours of the nature trail are available upon request, and a Junior Ranger program is available year-round.

The National Park Service invites the general public to visit the George Washington Carver National Monument to learn of the life, the struggles, and the scientific innovations of George Washington Carver. George Washington Carver National Monument is administered by the National Park Service, U.S. Department of the Interior.

OPERATING HOURS:

Daily 9 a.m. until 5 p.m. Closed Thanksgiving, Christmas, and New Years Day

No admission fee.

CONTACT INFORMATION:

George Washington Carver National Monument

5646 Carver Road

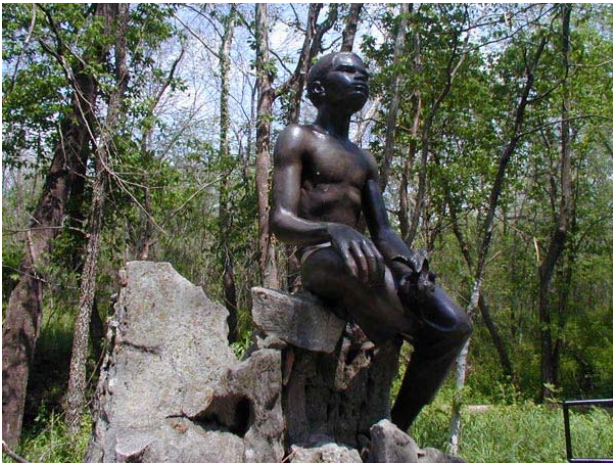
Diamond, MO 64840

Phone 417-325-4151

Fax 417-325-4231

Email gwca_interpretation@nps.gov





Free Loan Materials

Photocopy this form, and place a checkmark beside the items you would like to borrow. Return the form to George Washington Carver National Monument.

Items should be reserved at least two weeks in advance and returned upon completion of module teaching. The only cost is return postage. Grade level recommendations are indicated in parentheses.

☐

Videos:

(Grades K-3) *The Boyhood of Carver*, 12 minutes

☐

(Grades 2-4) *George Washington Carver by Kaw Valley*, 29 minutes *

☐

(Grades 4-8) *Man of Vision*, 28 minutes *

☐

(Grades 4-8) *George Washington Carver by BAA*, 30 minutes

☐

(Grades 5-8) *The Peanut Man*, 30 minutes *

* These items are available for purchase from the Carver Birthplace Association. A copy of the complete Sales List may be requested if interested in purchasing the items. Educators receive a 20% discount on all purchases.

☐

Sales List

☐

Education Packet – including fourth grade curriculum, 8x10 photos, field trip information and a Calendar of Events

Your name/School name: _____

Address: _____

Telephone: _____

Mail to: George Washington Carver National Monument
5646 Carver Road
Diamond, MO 64840

Or fax to: (417) 325-4231 Or telephone: (417) 325-4151



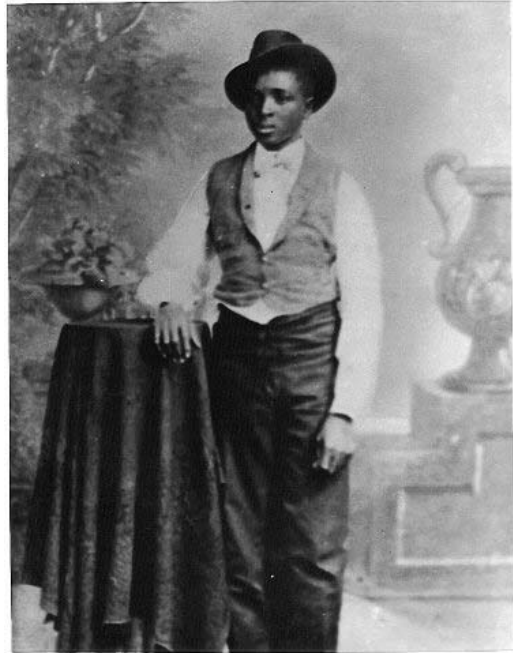
Part I

George Washington Carver



Teacher Support Information

George Washington Carver



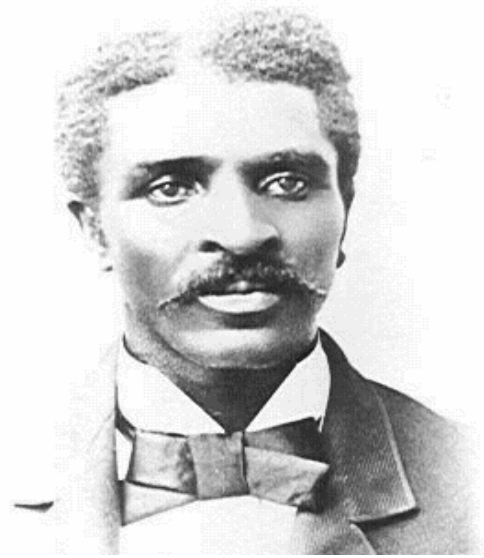
His impact on the world is undeniable, but the road to success was slightly less certain. His story begins shortly after westward expansion exploded across the Midwest. Moses Carver, a white settler from Illinois, purchased a 13-year-old slave girl, Mary, for \$700 in 1855 and brought her to his homestead in Diamond Grove, Missouri. Circa 1864 (no real records were kept of slave births at the time), Mary gave birth to a baby boy whose first year of life was anything but peaceful..

But before the end of the year, George Washington Carver and his mother, Mary, were abducted by a band of outlaws. An older brother, Jim, hid during the attack and remained on the farm. Moses sent a Union Scout, John Bentley, to recover Mary and George, offering the soldier one of his finest steeds as payment for his services. Only George, however, was returned to the Carvers. When rescued, he was found alone by the side of the road, nearly frozen. The ordeal left George with a terrible case of whooping cough requiring constant care to stave off what was considered an inevitable demise.

The conclusion of the Civil War heralded the end of slavery and the beginning of an uncertain time for the newly freed Carver boys. Now orphans, “father was killed shortly before my birth while hauling wood to town on an ox wagon,” the siblings remained at the Carver homestead to be raised by Moses and his wife, Susan.

George Washington Carver

Because of his poor health as a child, George helped Mrs. Carver with the domestic duties while Jim tended to the more physical outdoor chores. In his spare time, George was drawn to nature and the outdoors, exploring the woods, fields and streams around the 240-acre farm. His love of plants earned him the title of the neighborhood “Plant Doctor” and led to his lifelong study of nature. His abundant curiosity about the natural world around him led the young explorer to desire a formal education.



At about ten or twelve years of age, he left what he had always known as home, on a quest for enlightenment that led him through poverty, prejudice, violence, and injustice. Because he was black, George was not allowed to attend school near Diamond, so he walked approximately eight miles to Neosho and the Lincoln School for black children. His determination spurred him to travel throughout Kansas just to finish his high school education. In Ft. Scott, Kansas, he was exposed to the most violent racism he had ever seen in his life, witnessing the lynching and burning of a black man. In fear for his own life, George left Ft. Scott, never to return nor to forget what he saw.

Shaken but not deterred, he worked odd jobs, supporting himself as he continued to pursue his education. In most of the places he lived, he operated a small laundry business, earning enough money to pay for his tuition, books, and food.

His acceptance to Highland College in Kansas was received with much jubilation. Upon arrival, however, he was refused admission because of his color. Discouraged, he tried his hand at homesteading in Kansas. Finally in 1890, he applied and was accepted as an art major at Simpson College in Iowa, where he was the only African-American student. Within a year, his desire to serve his people forced a painful decision to leave the study of art.

Carver transferred to Iowa State Agricultural College (presently Iowa State University) to pursue a Bachelor of Agriculture degree. After completing the undergraduate program in 1894 and a Masters of Agriculture degree in 1896, he accepted an offer from Booker T. Washington to become the head of the Agriculture Department at the Tuskegee Institute in Alabama.

George Washington Carver

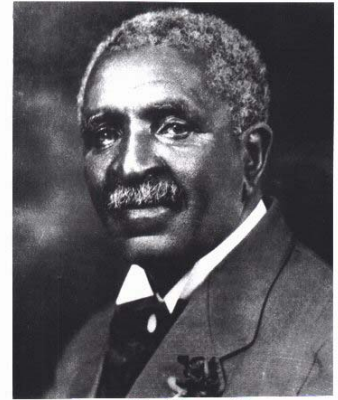
The Institute was established to teach young black men and women industrial education to promote self-sufficiency. Here, Carver became a beacon to students who were inspired by his ability to succeed despite many obstacles.

At Tuskegee, Carver continued the work he had begun in childhood, as he toiled to implement the ideas of crop rotation and crop diversification. Carver understood that the soil was being depleted of its nutrients by “king cotton.” To help replenish the land, Carver recommended planting legumes like peanuts and soybeans, also known as “nitrogen fixers.” Farmers listened to Dr. Carver, which led to a new problem...too many peanuts! So, Dr. Carver set to work in his lab to find new ways to utilize the peanut. Discovering over 300 uses, Dr. Carver also experimented with the soybean, sweet potato, and other crops.

Carver embraced a message of hope “to help the man farthest down,” and produced a series of free agricultural bulletins aimed at providing the poor farmer with better farming techniques and recipes for nutritious meals.

Recognized as an expert on the peanut, he became the first black American to testify before a congressional committee (on behalf of a tariff on imported peanuts). He had a business friendship with Henry Ford, collaborating on soybean research. Carver was also a popular speaker at YMCA clubs and other organizations. Dr. Carver’s rise as a symbol of interracial peace and harmony prompted Congress to authorize the purchase of the Moses Carver farm in 1943, establishing George Washington Carver National Monument.

George Washington Carver remained at Tuskegee Institute until his death on January 5, 1943. During his lifetime, Dr. Carver gained worldwide acclaim. His true legacy, however, is found in the strength of his character. Although he experienced many hardships and violent times because of slavery, illness, poverty, and racism, he accepted his calling to his fellow man and epitomized the role model for success. His “I CAN” attitude propelled him from the bonds of slavery to become a man history will never forget.



George Washington Carver

*"There is no short cut to achievement.
Life requires thorough preparation-
vener is't worth anything."*

- G.W. Carver

Chronology *of the Life of George Washington Carver*

Circa 1860

Born on the farm of Moses and Susan Carver at Diamond Grove, Missouri, where his mother Mary was a slave. The identity of his father is unknown, but he is believed to have been a slave on a neighboring farm who died shortly after young Carver's birth.

Circa 1865

In the waning days of the Civil War, mother and baby were abducted by outlaws. George was later recovered in Arkansas, but his mother was never found.

Circa 1866

After the slaves were freed, the Carvers raised George and his older brother Jim as members of their family. Too frail and sickly to do heavy farm work, George learned instead to wash laundry, cook, and sew. Much of his free time was spent exploring nature, and collecting wild flowers, stones and insects.



1870s

Young George learned to read at an early age. Denied admittance to the local school, George was educated at home for a time by a private tutor. Eager for a formal education, he left the farm to attend the Lincoln School for black children in Neosho, Missouri.

1878

In search of further schooling, George joined the westward migration to Kansas. He worked odd jobs in Fort Scott, attending school whenever the opportunity arose. In 1879, however, he fled Fort Scott in horror after witnessing the lynching of a black man.



Circa 1880

After working for two years as a laundryman and itinerant field hand in several Kansas towns, Carver moved to Minneapolis, Kansas, to complete his high school education. Upon graduating he applied to Highland College at Highland, Kansas, and was accepted by mail. When he arrived at Highland, however, he was denied admission because of his race.

1886

His hopes for a college education dashed for the moment, Carver became a homesteader in Ness County, Kansas. He built his own sod house and struggled to raise chickens and vegetables on arid land. While living in Ness County, he was elected assistant editor of the local literary society's newspaper and began to demonstrate a talent for painting.

1888-1890

Restless and discouraged by his fruitless efforts at homesteading, Carver pulled up stakes and made his way to Iowa. At Winterset, Iowa, he was befriended by a couple, the Milhollands, who were impressed by his artistic ability and encouraged him to seek training. He applied to Simpson College in Indianola and was admitted. After paying his fees, Carver was left with only ten cents, whereupon he opened a laundry that supported him through college. Although Carver had come to Simpson College to study art, his instructor, aware of his love for nature and concerned about his ability to earn a living as a black artist, urged him instead to pursue a de-

gree in science. He eventually abandoned his plans for an artistic career, even though several of his paintings received an award at the Chicago World's Fair in 1893.



1891

Transferred to Iowa State College of Agriculture and Mechanical Arts at Ames. Active in student affairs, he became the football team trainer. Following graduation in 1894, he was appointed to the faculty as an assistant in botany while studying for a master's degree. He published two papers of scientific merit in the field of mycology (the study of plant fungi), an interest he was to maintain throughout his life. The first black graduate of the college, Carver was also its first black faculty member and the first black person to receive an advanced degree from Iowa State, in 1896.

1896

Booker T. Washington, principal of Tuskegee Institute in Macon County, Alabama, asked Carver to direct the school's agriculture department and experiment station. While he would have preferred to devote himself to the pure science for which he had been trained, Carver realized the opportunity for service to his people would be greater at Tuskegee.



1897

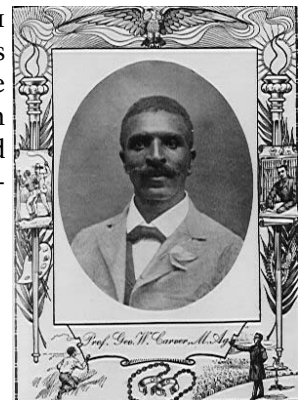
Finding that no laboratory existed, George demonstrated his resourcefulness with salvaging waste materials and improvised a laboratory at Tuskegee out of junk-pile scrap. He also set up an experimental farm, where he quickly revitalized the exhausted soil and improved crop yields dramatically. Concerned about the strangle-hold the cotton single crop system still maintained on the Southern economy, he experimented with such crops as cowpeas, soybeans, peanuts and sweet potatoes. In 1898 he published the first of 32 bulletins intended to teach modern agricultural techniques to impoverished local farmers. He still found time to paint, however, and he occasionally lectured on art to the student body.

1906

In addition to teaching at the institute, Carver devoted considerable time to advising the area's farmers. He urged them to submit samples of their soil and water for analysis and taught them soil-building methods, livestock care and food preservation techniques. In 1906 he designed Tuskegee's Jesup Wagon, a demonstration laboratory on wheels, which he believed to be a significant contribution toward educating farmers.

1911

Carver's relationship with Booker T. Washington had its many stormy moments. In 1911 Washington, alarmed at the deficits in farm operations, removed Carver from his post as director of the agriculture department. Incensed, Carver considered leaving Tuskegee until Washington offered him an appointment as head of the newly-created research department with the promise of a new laboratory. Carver accepted the position and moved into the laboratory where he applied himself to developing improved food processing methods and new industrial uses for farm products.



1915

Elected a Fellow of the Prestigious Royal Society of Arts of London.

1920

Invited to speak before the convention of the United Peanut Association about the myriad of uses he had developed for the peanut.

1921

Impressed by Carver's presentation, the peanut growers asked him to testify before the Ways and Means Committee of the U.S. House of Representatives in support of the protective tariff for their commodity. His successful appearance before the committee drew national attention and fixed his identification with the peanut firmly in the public mind.

1922

Concerned about lynchings, violence and racial injustice, Carver became active in the promotion of interracial harmony. He toured throughout the South for nearly 20 years. Beginning in 1916 he appeared under the sponsorship of the Y.M.C.A. Later he served with the Commission on the Interracial Cooperation, a group concerned with encouraging understanding between the races and ameliorating the conditions under which black southerners lived.

1923

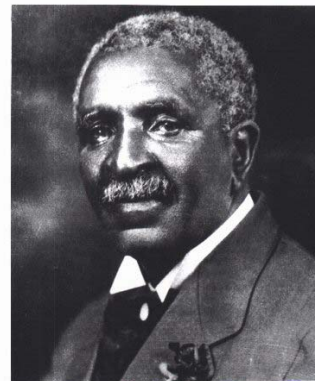
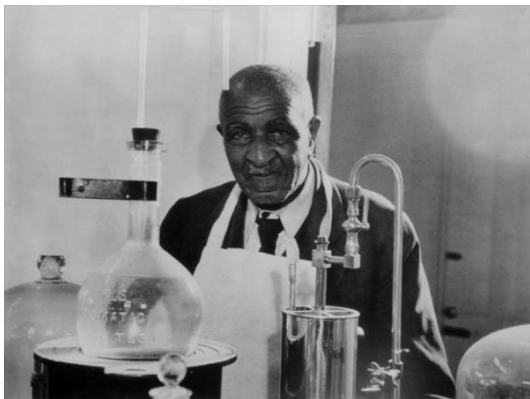
Dr. Carver began to receive numerous awards and honors. The National Association for the Advancement of Colored People gave him the Spingarn Medal for distinguished research. Following commendations from the United Daughters of the Confederacy and the Royal Geographic Society of London, Carver modestly made light of his talents and attributed his success to the Lord.

1925

Advancing age, troubled health and a desire to further investigate some of his ideas persuades Carver to give up teaching in favor of full-time research. Earlier, a group of businessmen had formed the Carver Products Company with no great success. For a time, Carver's copyrighted cough medicine was marketed through the Carver Penol Company, though with little return to its inventor or investors. Carver's research during this period focused primarily on peanut by-products, but he also experimented with industrial uses for sweet potatoes, cotton, corn and petroleum.

1931

Dr. Carver undertook lecture tours of the Midwest, the Northeast and the upper South. He wrote that he was "being invited to places to speak where we thought, a few years ago, that would never open up to colored people." Growing national prominence brought a deluge of requests to speak, but recurrent illness forced him to decline most invitations.



George Washington Carver

1932

For the next seven years Carver was to spend much of his time exploring the benefits of the peanut oil massage in the treatment of a number of afflictions, particularly muscle damage resulting from poliomyelitis. Though he gained much publicity for discovering the “cure” for polio, Carver vehemently denied any such claim. Nevertheless, thousands came to Tuskegee for therapeutic massage, and many believed themselves helped by the treatments. Carver sought, but never won, the endorsement of the American Medical Association for his method.

1935

The U.S. Department of Agriculture appointed Carver a collaborator in its Plant Disease Survey in recognition of his work with plant fungi over the years. Several native American fungi are named for him, since he was the first to identify them.

1939

Awarded the Theodore Roosevelt Medal for distinguished service. Part of his introduction at the award ceremony read: “...a liberator to men of the white race as well as the black; a bridge from one race to the other, on which men of good will may learn of each other and rejoice together in the opportunities and potentialities of their common country.”

1940

In order that his work might continue after his death, Carver established the George Washington Carver Research Foundation at Tuskegee Institute. He bequeathed his life savings to the foundation.

1941

The George Washington Carver Museum was founded by the Tuskegee Institute to display his scientific and artistic accomplishments, his honors and his awards. The museum was designated a national treasure in 1976 when it became a main feature of the Tuskegee Institute National Historic Site.

1943

Died at Tuskegee Institute on January 5 after a long struggle with pernicious anemia. That same year Congress declared his birthplace at Diamond, Missouri a national historic site, establishing the George Washington Carver National Monument.

1973

Elected to the Hall of Fame for Great Americans.

- 1st National Monument established for an African-American
- 1st National Monument for an American Scientist
- 1st National Monument established for an American educator
- 1st Memorial recognizing world peace through interracial understanding



Character of a Man

George Washington Carver had several opportunities to give up and disappear into rural Midwestern obscurity. Instead, he chose to overcome his obstacles, defy convention, and excel in the face of overwhelming challenges. The “peculiar institution” he was born into could not stifle his curiosity for the world around him, just as a debilitating childhood disease could not overcome his tenacious life.



This old notion of swallowing down other people's ideas and problems just as they have worked them out, without putting our brain and originality into it and making them applicable to our specific needs must go, and the sooner we let them go, the sooner we will be a free and independent people.

— G. W. Carver
Dec. 19, 1898

A misguided ideology that separated two races and divided a nation would not prove enough to derail his desire for a now mandatory education.

Rising or falling, I believe is practically inherent within the individual, and since races and nations are made up of individuals, they progress or are held back by the percentage of individuals who will, or will not do the right thing.

— G. W. Carver
letter to Dr. G. F. Peabody
Sept. 20, 1923



The desire for education prompted him to leave his home between the ages of 10 and 12, with no money and what few personal belongings he could carry, to pursue, at best, an uncertain future.

The future propelled him into a national spotlight for his work to help repair a country recovering from a not-so-civil dispute, by educating its agricultural producers of more efficient ways to plant their crops and how to best utilize the vegetables of their labors.

We are the architects of our own fortune and the hewers of our own destiny.

— G. W. Carver



George Washington Carver at Simpson College

Carver became a symbol of unity and humanity to a nation guilty of its own racial phobias, united in a global military movement to uphold the rights of an oppressed people abroad.



Tuskegee students

Take care of the waste on the farm and turn it into useful channels should be the slogan of every farmer.

— G. W. Carver
Letter to the editor

We are all brothers, all of us, no matter what race or color or condition. We rise together or we fall together.

— G. W. Carver
*Quoting a newspaper article
April 2, 1929*



Iowa State College

And most importantly, George Washington Carver was an educator. His life was devoted to “help(ing) the farmer and fill(ing) the poor man’s dinner pail,” and the struggle “to get our people to see that their color does not hold them back as much as they think.” He made his simplistic and practical approach to education and race relations relevant to students, farmers, and congressional lawmakers alike.



Carver teaching at Tuskegee



Student harvest at Tuskegee Institute

Look about you. Take hold of the things that are there. Let them talk to you. You learn to talk to them.

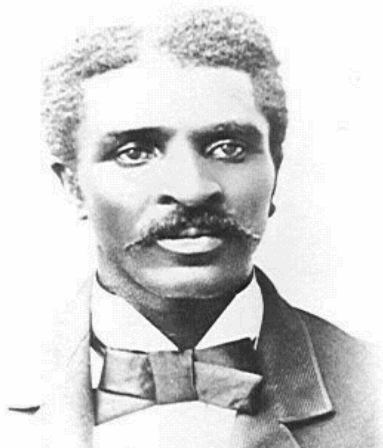
— G. W. Carver



George Washington Carver and President Franklin Delano Roosevelt

8 Cardinal Virtues

George Washington Carver was a popular teacher who inspired his students to academic achievement. Dr. Carver thought of his Tuskegee students as his children, evident in this thank-you note written after receiving a Christmas present from the senior class. Dr. Carver was known to give advice and encouragement on many matters and assisted his students in any way he could, corresponding with many of them long after their Tuskegee years.



THE TUSKEGEE
NORMAL AND INDUSTRIAL INSTITUTE
Founded By Booker T. Washington

For The Training Of
Colored Young Men And Women

George W. Carver
Department of Research and Experiment Station
Tuskegee Institute, Ala.
January 9, 1922.

Mr. L. Robinson:

I wish to express through you to each member of the Senior class my deep appreciation for the fountain pen you so kindly and thoughtfully gave me Christmas.

This gift, like all the others, is characterized by simplicity and thoughtfulness, which I hope each member will make the slogan of their lives.

As your father, it is needless for me to keep saying, I hope, except for emphasis, that each one of my children will rise to the full height of your possibilities, which means the possession of these eight cardinal virtues which constituted a lady or a gentleman.

- 1st. Be clean both inside and outside.
- 2nd. Who neither looks up to the rich or down on the poor.
- 3rd. Who loses, if needs be, without squealing.
- 4th. Who wins without bragging.
- 5th. Who is always considerate of women, children and old people.
- 6th. Who is too brave to lie.
- 7th. Who is too generous to cheat.
- 8th. Who takes his share of the world and lets other people have theirs.

May God help you to carry out these eight cardinal virtues and peace and prosperity be yours through life.

Lovingly yours,

G. W. Carver.



Part II

Character Education Lessons—Grade Four



George Washington Carver

Character Education

Overcoming Prejudice Lesson 1

Objectives:

- Students will understand the challenges faced by others as they imagine themselves in various situations.
- Students will identify positive character traits of George Washington Carver and how those traits influenced the events in his life.
- Students will understand how treating others respectfully can influence the outcome of various situations.

Materials and Preparation:

Materials:

Reading 1.1
Deck of playing cards
Chart paper

Preparation:

Gather needed materials.

Lesson:

George Washington Carver

Begin by making or handing out pocket folders. For each lesson in the George Washington Carver Character Education Curriculum, copy the reading sheets and have students collect them in their notebooks. These could go home with the students as assignments to read to their parents. Parents could initial the reading sheets when their students complete them.

What are you worth?

Distribute a playing card to each student by placing the card on the student's forehead. Instruct the students to hold the card in place without looking at the value of the card. Invite the class to mingle. Tell the students to respond to each other according to the value of the card; the higher the number, the more valuable it is. (Aces = one, Jacks = 11, Queens = 12, Kings = 13 and Jokers = zero)

After several minutes, challenge the students to arrange themselves according to what they believe to be the value of their cards. When the students have completed the arrangement, allow them to look at their cards. Discuss the activity with the class using the following questions:

- How did you treat others based on their numbers?

- How were you treated in comparison to others?
- What information did you use to determine your position in the line?
- On what basis were you being judged and judging others?
- How does this basis for judgment relate to society? Our community? Our school?
- What can we do to prevent judging others based on appearance?

George Washington Carver

Involve the class in a discussion concerning prejudice by asking the students how they would react if they were put in the following situations:

- You arrive at a new school, and a group of children begin calling you names.
- You and a friend go out to eat at a restaurant. The waiter informs you he cannot serve you because of the color of your eyes.
- You have been traveling all day with your family, and you are very tired. When you check into the hotel where you have made reservations, you are told that you cannot stay because your mother is too tall.

Ask the class to share what they know about George Washington Carver. Record the responses on a sheet of chart paper. Inform the students that George

Washington Carver was born a slave near the time of the Civil War, but with education and hard work Carver became known around the world for his achievements. Besides his many contributions in the fields of science and agriculture, Carver is often remembered for his ability to inspire others to succeed in spite of the odds against them. Carver himself had to overcome a great deal of prejudice as he pursued his education. Read aloud, and discuss Reading 1.1 as a class. Ask the students the following questions:

- How might George have responded to the students at Iowa State when they called him names?
- How does this response compare with how you might respond in a similar situation?
- What kind of person was George Washington Carver? What character traits did he possess?
- Compare the experiences in George's life to the playing card activity. How are the experiences alike? How are they different?

Write the word *respect* on the board. Ask the students to define or share synonyms for the word respect. Record student responses on the board. The article states, *"George was kind to everyone, and showed respect even to those who many felt did not deserve it."* Ask the students,

- *How do you suppose George showed respect for others?*
- *How does showing respect relate to prejudice and judging others based on appearance?*
- *How might Carver's life be different, if he had acted in a disrespectful way when faced with racial prejudice?*

Allow the students to discuss the questions in groups and share their findings with the class.

Closing

Inform the students that showing respect should not be limited only to people. Explain that during the following lessons, the class will be learning more about the character and life of George Washington Carver as they investigate the character traits of respect and honesty. Keep the George Washington Carver chart for use in later lessons.

Evaluate

- Are the students able to imagine themselves as someone else?
- Do the students recognize the difficulties others may face?
- Do the students recognize how treating others respectfully can influence the outcome of specific situations?
- Can the students identify ways to show respect for others?

Links to Missouri Show-Me Standards:

Communication Arts

Students will acquire a solid foundation which includes knowledge of and proficiency in participating in formal and informal presentations and discussion of issues and ideas.

Social Studies

Students will demonstrate within and integrate across all content areas the ability to explain reasoning and identify the information used to support decisions.



Overcoming the Odds

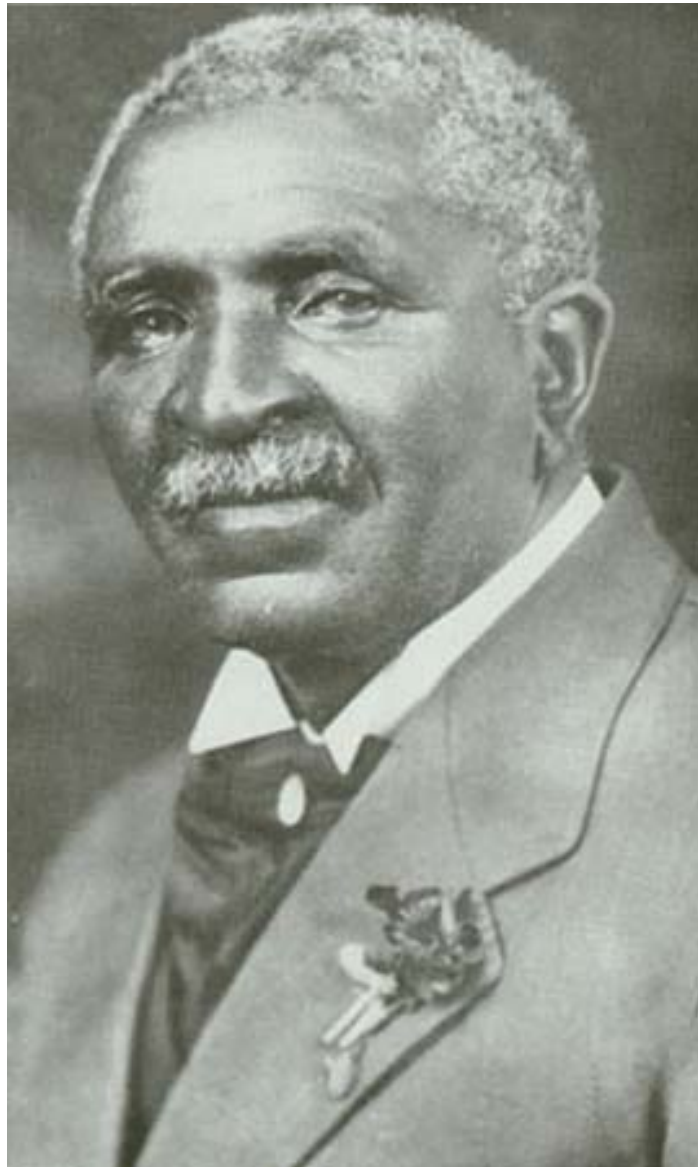
George Washington Carver began his formal education by attempting to attend a local school near his home in Diamond, Missouri. However, the local white families demanded that the black children receive their education elsewhere. This caused George to leave home at the age of 10-12 years to attend a school for blacks in Neosho which was about eight miles away. George soon found his desire to learn exceeded what the school at Neosho could offer. George moved to the state of Kansas where he impressed both black and white students with his knowledge of many.

During this time, George made many friends, both black and white; however, he also experienced a great deal of racial prejudice. One morning, George and a white friend went to a restaurant for breakfast. The waiter approached, and told George he could not be served. The boys both left the restaurant with George insisting that his friend return while George got something to eat elsewhere. Scenes like this happened repeatedly throughout George's life; he was denied seats on rail cars and guest rooms at hotels. Each time George appeared to be more embarrassed for the white friends who were accompanying him than for himself.

As George continued to seek further education, he encountered additional racial prejudice. After being accepted by mail to a small Presbyterian College in Kansas, George arrived at the school only to be told that the school did not accept blacks. This incident discouraged George, and it was years before he chose to continue his education.

Years later, George successfully entered Simpson College in Winterset, Iowa. Although he was only the second black student to attend the college, George was eagerly accepted by his white peers and even became close acquaintances with several townspeople. Because of his love for plants, George was encouraged to leave the security of Simpson College and enroll in the agricultural college at Iowa State. On his first day, a group of boys shouted cruel names at him, and George was not allowed to eat with the other students. He was expected to eat in the basement with the workers. As time elapsed, barriers were overcome, and George developed many strong friendships which lasted throughout his life.

George Washington Carver was able to overcome many incidents of prejudice by keeping a strong faith in the human spirit and by building strong relations with those who supported him. George was kind to everyone and showed respect even to those who many felt did not deserve it. George had faith that if he gave his best all the time, others would see his value as a human being and treat him accordingly.



**“ ‘We are brothers, all of us, no matter what race or color
or condition, children of the same Heavenly Father.
We rise together; we fall together.’ ”**

**- G.W. Carver
Quoting a newspaper article
April 2, 1929**

Objectives:

- Students will identify ways to treat others respectfully.
- Students will identify eight cardinal virtues as expressed through Dr. Carver's letter.
- Students will show respect and consideration for the elderly by writing friendly letters.

Materials and Preparation:

Materials:

Handouts 2.1-2.7

George Washington Carver Chart from Lesson 1

Cardinal Virtue letter written from Carver to Mr. L. Robinson (found in teacher background pages)

Names and addresses of elderly people (one per student or student partnership)

Writing materials

Preparation:

Gather needed materials.

Make one copy each of Handout 2.1-2.7.

It may be appropriate to make a transparency of the Cardinal Virtue letter or an individual copy for each student.

Prior to the lesson, identify and gather the names and addresses of several elderly members in the community.

Lesson:

Respecting Others

Ask the students to review what they learned about George Washington Carver from the previous lesson. Add new information to the chart. Remind the class that all people should be treated with respect and should treat others with respect. Invite the class to share examples (since the previous lesson) of how they have been treated respectfully, or have shown respect to others. Ask the class to share examples of disrespect to others. *How did they feel in each situation?*

Arrange the class in groups of three. Display Handouts 2.1-2.7. Explain to the class that each sheet is labeled with a specific group of individuals; example: grandparents, teachers, and siblings. Inform the students that each sheet will rotate around the classroom. The students are to read the title on each sheet, and record one way respect can be shown towards that group of individuals. For example, if the sheet is titled Teachers, the students may write, *Do not interrupt while they are talking to the class or another student*. The sheet will then rotate to the next group.

The process will continue until each group has recorded one idea on every sheet. The students should read and discuss the ideas presented by the previous groups in order to avoid repetition.

Distribute one sheet to each group, and allow the students to begin the activity. Encourage the students to work quickly, and to keep the sheets moving from group to group. Once the groups have recorded a suggestion on each sheet, invite the students to read the suggestions aloud. Invite the students to offer additional ideas as time allows.

Eight Cardinal Virtues

Display the letter written to Mr. L. Robinson. Assist the students as they read the letter. Inform the students that George Washington Carver was deeply admired by many of his students. Throughout his lifetime, students and friends alike kept in touch with Carver through volumes of letters. In these letters, Carver gave insights into his life, answered questions, offered advice, and inspired others. At times, Carver

gave personal loans to people in need. He had such deep relationships with past students that he referred to them as his “children” and to himself as their “father.”

Discuss the message of the letter written to Mr. L. Robinson focusing on the Cardinal Virtues and the meaning of each. Ask the students the following questions:

- Reread the second virtue, *“Who neither looks up to the rich or down on the poor.”* What does this mean? How does it relate to respecting others?
- Which of the other virtues are related to the character trait of respect? Explain.
- When Carver said, *“I hope, except for emphasis, that each one of my children will rise to the full height of your possibilities, which means the possession of these eight cardinal virtues which constitutes a lady or a gentleman,”* what do you suppose he meant?
- How might it feel to receive a letter from someone you respect?
- How might it feel to write a letter to someone who needs encouragement or friendship?

Letters of Respect

Ask the class to recall the fifth cardinal virtue, *Who is always considerate of women, children and old people*. Inform the class that they are going to write letters to elderly people living in the community. Ask the students, *How might writing these letters benefit the elderly people who receive them? What are the benefits to the students?* Review with the class the parts of a friendly letter, including how to address an envelope. Lead a brainstorming session regarding the possible content of the letters. Encourage the students to use the letter to introduce themselves and to gain information about the individual. Distribute a name and address to each student or student partnership. Provide time for students to write their letters using the stages of the writing process.

Closing

When the students have completed their final copy, provide them with an envelope and allow them to mail the letter. Consider encouraging the students to become pen pals with the individual, allowing regular time for sharing and continued correspondence. Encourage the students to act respectfully toward all people with whom they come in contact and be prepared to share stories of their experiences.

Evaluate

- Can students identify ways to show respect towards others?
- Do students recognize how Dr. Carver’s eight Cardinal Virtues relate to the character trait of respect?
- Are students able to utilize the writing process as they write friendly letters?

Links to Missouri Show-Me Standards:

Communication Arts

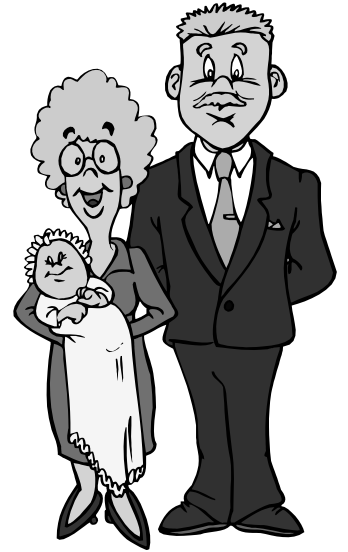
Students will acquire a solid foundation which includes knowledge of and proficiency in speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization).

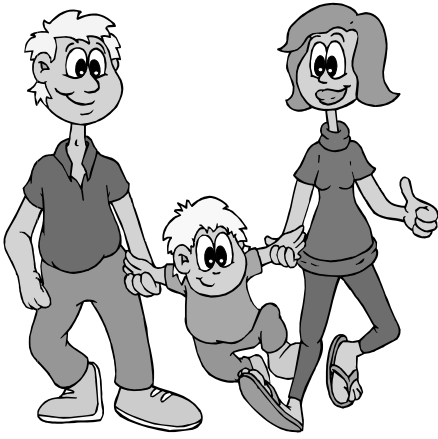
Performance

Students will demonstrate within and integrate across all content areas the ability to comprehend and evaluate written visual and oral presentations and works.



Grandparents





Parents

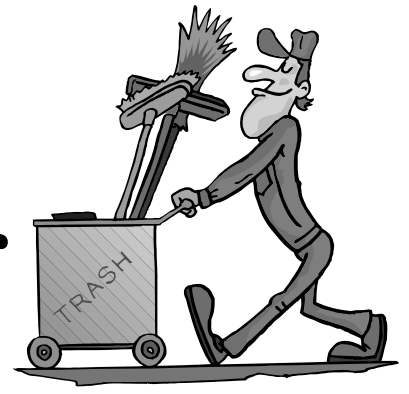
Siblings



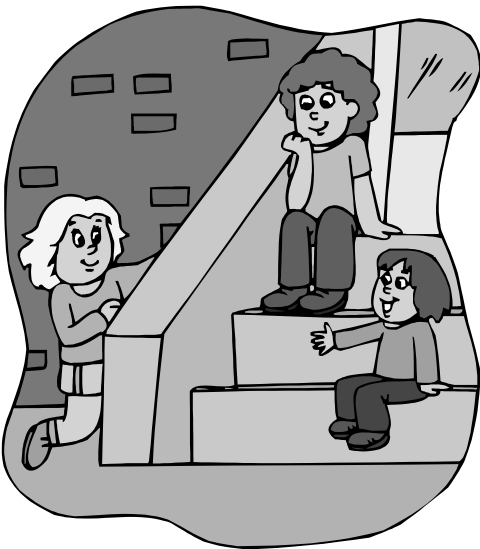
Teachers



Custodians & Other School Staff



Neighbors



Friends & Classmates





“How far you go in life depends on your being tender with the young, compassionate with the aged, sympathetic with the striving, and tolerant of the weak and strong. Because someday in life you will have been all of these.”

— G.W. Carver

Objectives:

- Students will recognize how honest and dishonest acts affect their daily lives and how one dishonest act often leads to additional dishonest acts.
- Students will identify various perceptions of honesty and recognize how these differences influence actions.
- Students will identify various types of dishonest acts such as lying, cheating, blaming, exaggerating, etc.

Materials and Preparation:

Materials:

Reading 3.1-3.2
Ball of yarn
Newspapers
Chart paper
Glue
Scissors
Handout 3.3
Pencils

Preparation:

Gather needed materials.

Arrange a time for students to visit other classrooms or locations in the community to conduct a survey.

Copy Handout 3.3, one per student or student partnership.

Lesson:

A Web of Lies

Write the word *honesty* on the board, and ask the students, *What does honesty mean to you?* Record the students' responses on the board. Ask, *How are honesty and respect interrelated?* Display the cardinal virtue letter. Ask the students to recall the virtues that relate to respect. Ask, *Which virtues deal with the character trait of honesty?* Encourage the students to explain their answers. (Obvious answers are virtue 1, 6, 7 and possibly 8. All answers should be accepted providing the students can support their responses.)

Ask the students the following questions regarding the concept of honesty:

- How important is it that your friends are honest?

- What are some examples of dishonest acts? (cheating, stealing, excuses, blaming, rationalization, exaggerating, not telling the whole truth, twisting the truth)
- When people are dishonest with you, how does it make you feel?
- Is it ok to tell a little lie if it keeps people from being upset or hurt?

Invite the students to sit on the floor in a large circle. Select one student to sit in the center of the circle. Inform the students that they are going to hear a story about how a small dishonest act leads to further dishonesty. Read aloud the story from Reading 3.1-3.2. As each lie or dishonest act occurs in the story, have the students toss the ball of yarn across the circle. The student receiving the ball should hold onto a piece of the yarn as it is thrown to another student. This activity will create a "web-like" circle which will trap the student sitting in the center.

Once the reading is complete, discuss how Robert might respond to his mother. *What might happen if Robert continues being dishonest with his mother?* Go back to the beginning of the story, and review Robert's acts of dishonesty. Ask the class, *How could Robert have handled each situation differently?* Ask the student in the middle of the circle to share how it felt to be trapped in the web of deception. Allow students to share personal experiences of how they have dealt with dishonesty in their lives.

How honest is your world?

Ask the students,

- *Do you think the world is basically honest?*
- *What might the world be like without honest people?*
- *What might the world be like without dishonest people?*
- *Do you think the world is more honest or dishonest?*
- *What about your community?*

Arrange the class in small groups. Provide each group with a copy of a local newspaper. Instruct half of the class to look through the newspaper, and cut out examples of honest acts while the other half of the class locates and cuts out examples of dishonest acts. (The activity can be expanded to include respectful and disrespectful acts if desired.) Label one sheet of chart paper *Honest Acts* and another sheet of chart paper *Dishonest Acts*. Allow the students to attach their newspaper clippings to the appropriate chart. Once the activity is complete, discuss the findings with the class. Ask,

- *Is the world/community more honest or dishonest?*
- *Do you think the media accurately reflects the amount of honesty and dishonesty occurring in the world today? Explain.*

Honesty Survey

Inform the students that they will conduct a survey regarding honesty in order to gain a better understanding of the concept and how the concept is perceived by members of their local community. Provide each student or student partnership with a copy of Handout 3.3. Assign the students a classroom or an area of the school building or community. Allow the students to conduct the survey. Once the activity is complete, compile and discuss the results.

- *How honest is your school/community?*
- *Are people's views of honesty different?*

Closing

Invite the students to observe the level of honesty and respect shown by themselves and members of their families and the community over the next few days.

- *What dishonest or disrespectful acts do they observe? How do these acts make them feel?*
- *How do these acts make others feel?*
- *What can we do to make our community more respectful and honest?*
- *What advice might Dr. Carver give to a person faced with a decision that might lead to a dishonest act?*

Evaluate

- Can students identify the different forms of dishonesty?
- Do students recognize how dishonest acts affect their lives and the lives of others?
- Are students able to cite examples of honesty and dishonesty using a local newspaper?
- Are students able to adequately gather and interpret data about honesty in their community?

Links to Missouri Show-Me Standards:

Communication Arts

Students will acquire a solid foundation which includes knowledge of and proficiency in reading and evaluating nonfiction works and materials (such as biographies, newspapers, technical manuals).

Performance

Students will demonstrate within and integrate across all content areas the ability to design and conduct field and laboratory investigations to study nature and society.



A Tangled Web of Lies

One evening Robert (*names can be changed to fit the student sitting in the center of the circle*) was invited to eat supper at his friend Steve's house. Basketball practice had been canceled at the last minute, so he knew his mother would not be expecting him. Robert was very excited and told Steve's mother he would stay for supper.

Steve's mother asked, "Do you think you should call home to make sure it is ok?"

Robert did not want to risk the chance of his mother telling him no. He thought about it for a moment before he responded, "My mother will be getting home late tonight. She won't mind if I eat with you." Robert's family usually ate supper after practice. His plan was to eat with Steve's family and then make it home before supper was served at his house. Since his mom didn't know practice had been canceled, she would not be worried. Robert asked, "Will we be eating soon?"

"Yes, now you boys run along and play while I finish up," was the reply. The boys ran out into the yard.

It wasn't long before they were called inside to eat. As they entered the room, Robert noticed a strange and unpleasant smell. Steve's father called out, "It smells wonderful! Doesn't it, boys?"

Steve offered a resounding, "Yes!" while Robert forced a weak smile, and simply nodded his head.

As they sat down for supper, Robert could see the food in the bowl. He didn't know what it was, but it looked similar to the canned food he fed his dog Barker. In fact, it even smelled like his dog's food.

Steve's mother dished out a big spoonful to everyone. Robert wanted to be polite, so he quietly forced himself to eat all that was on his plate. When he was finished, he noticed that the bowl on the table was empty. Assuming that there was none left, Robert politely and energetically stated, "That was wonderful. I wish my mom would make this. It's a good thing there isn't anymore, or I would probably be sitting at your table all night!"

Steve's mother offered a huge smile and jumped from the table. "Well, Robert, you are in luck; we have another bowl! Let me get you some more." Before Robert could say a word, he had another plate full of the mystery dish. "In fact, Robert, since your mother is working late, I bet she would appreciate a home-cooked meal. I will package up some for her and send along the recipe so she can make it for you, too." Once again Robert forced himself to eat. He ate quickly, as he knew he better get home before his mother began serving dinner. His mother did not mind if he played at a friend's house, but he was required to be home by dinner.

When Robert finished, he thanked Steve's family and he took the paper sack containing the mystery dish from Steve's mother. "Well, I need to go. Mom will be home from work soon, and I am sure she will be happy to have this dinner."

As Robert ran out the door and headed for home, he looked at his watch. He didn't have much time, but he knew he could make it if he ran. As he was running, he saw a girl carrying balloons. "Oh no!" thought Robert. "Today is grandmother's birthday, and we were supposed to eat dinner early so that we could celebrate afterwards. Now I am really late, and I don't even have a gift for grandma!" Robert ran faster than he had ever run in his life. When he finally arrived at his house, he realized that he was still carrying the mystery meal from Steve's house. "How will I explain where I got this? I certainly don't want my mom making this food. I am already in trouble. If I tell her I stayed over at Steve's for dinner without calling, I will be grounded forever!"

Just then Robert had an idea. As he pulled the dish from the bag, he noticed that the bowl containing the mystery meal was quite pretty. He emptied the food in the front yard near a small bush. He took the bowl around to the side of the house and cleaned it out using the garden hose. “There,” he said, “a gift for grandmother!” He placed the bowl in the paper sack and quietly went into the house.

As he entered the house, Robert saw that his family was seated at the dinner table. “Where have you been?” asked his mother.

“I remembered that I needed to stop at the store to get grandmother a gift. Sorry I took so long. I just wanted to pick out the best gift possible,” replied Robert. He gave the bag to his grandmother. “Sorry about the wrapping paper. The store was completely out of paper. There must be a lot of birthdays today.”

Robert’s grandmother set the bag aside and said, “Let’s save this for after dinner. I am sure it is very special, and I want to open it just before we enjoy the beautiful cake your mother made.” She gave Robert a big hug and a kiss on the forehead. Robert was starting to feel bad that he hadn’t really picked out something special for his grandmother.

“I went by the school after practice to pick you up, but no one was there,” said his brother.

“Uh, Uh...we got out of practice early, and I went over to Steve’s to help him with his science project. I stopped by the store on the way home,” Robert stammered.

“Well, have a seat, and dig in. I made you and grandma’s favorite meal—fried chicken and mashed potatoes. I made plenty, so you had better eat up,” ordered his mother.

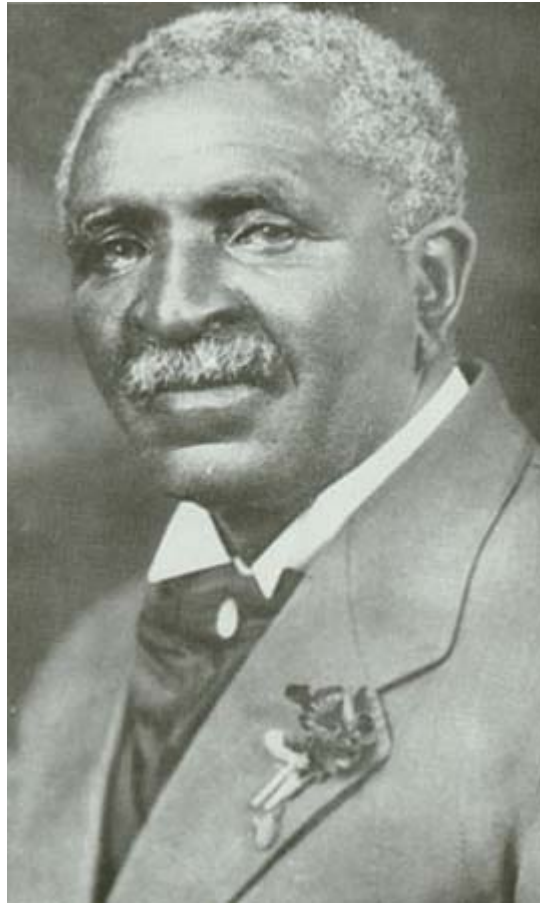
Robert sat down and ate as much as he could. He didn’t want to hurt his mom’s feelings, so he fed some of the chicken to Barker who was under the table. Halfway through dinner, his father called out, “Look at all those dogs in the front yard. I wonder what they are doing out there? It looks like they are eating something. Robert, did you notice anything out there when you came in?”

Robert responded with a half-hearted, “No. I sure didn’t.” However, Robert knew exactly what the dogs were doing. He began to feel ill. Barker also noticed the dogs and began to bark. After several barks, the dog began to choke. Robert remembered what his father had told him about feeding chicken bones to dogs. He felt even worse, because he knew he may have put Barker’s life in danger. Just then the telephone rang, and his mother got up to answer it.

Robert listened as his mother spoke to the person on the other end of the line. “Yes, he got home just fine, thank you....Actually I got home early today...No, I haven’t had a chance to try it. I am sure it is wonderful...Easy to make you say?...Well thank you very much. And yes, I will have Robert return the bowl tomorrow. Thanks again!” Robert’s mother put down the phone and returned to the table. “Robert, do you have something you would like to share with us?”



Questions	Interview Subject # 1	Interview Subject # 2	Interview Subject # 3	Interview Subject # 4	Interview Subject # 5	TOTAL
Do you consider yourself to be an honest person?						
How many lies can someone tell before being considered a liar?						
Is it ok to tell a small lie in order to avoid hurting someone?						
Some people consider cheating to be a form of lying. Do you agree?						
Is it important that your friends are honest?						
Do you think the world is basically honest or dishonest? Explain.						



**“My work, my life must be in spirit of a little child
seeking only to know the truth and follow it.”**

— G.W. Carver

Objectives:

- Students will recognize that even in adverse situations, people can act respectfully and honestly.
- Students will demonstrate an understanding of honesty by role-playing various situations.
- Students will understand the short-term and long-term consequences of honest and dishonest behavior.

Materials and Preparation:

Materials:

Reading 4.1

Preparation:

Gather needed materials.

Lesson:

Adversity

Ask the students to share an experience when they found it difficult to act respectfully. Ask, *Who was involved? How did you feel?* Invite the students to share a time when they were faced with a difficult situation which required them to choose between acting honestly or dishonestly. *Who was involved? What did you choose to do? What were the consequences of the choice that was made? How did you feel afterwards?*

Read aloud Reading 4.1. Discuss each example from Carver's life, and encourage the students to consider why the situation might be considered challenging. Discuss disrespectful or dishonest ways Carver might have reacted to each situation. *How might reacting disrespectfully or dishonestly have changed George Washington Carver's life?*

Decisions, Decisions

Inform the students that each situation in life requires decisions to be made. Tell the students that the way they decide to handle a situation not only tells others a great deal about them, but it can also

teach them about themselves. Encourage the students to consider what they might learn about themselves based on the decisions they make.

Share the following with the students:

Many times making the best and most honest choice is difficult, because there is not always an immediate and obvious reward for making the decision. In fact, in many cases, being dishonest provides an immediate reward or solution to the problem. However, in time, the dishonest act catches up with us in a big way, and acting dishonestly usually leaves us feeling bad almost immediately.

Divide the class into two groups. Inform the students that they will role play a real-life situation. One half of the class will role play an honest solution and the other half will role play a dishonest solution. The role play for both decisions should demonstrate both the short-term consequences and the long-term consequences of the action. Remind the students that while at first the dishonest solution may appear to have positive consequences, the long-term consequences are usually negative. The short-term consequences of acting in an honest way may not be obvious. In fact, many times honest behavior is not rewarded or even recognized; however, the person

will walk away with a feeling of pride, knowing the right thing was done.

Select one of the following scenarios, and read it aloud to the class. Allow time for the students to consider how to role play the situation. Invite each group to take turns role playing the scenario and assigned outcome for the class.

- As you walk into math class, your teacher announces there will be a pop quiz. You panic, because you did not complete the last two assignments. Your friend notices the look on your face and offers to let you cheat from his paper during the quiz.
- You are on your way to meet a group of friends who plan to go to the movies. Unfortunately, you do not have enough money to attend the movie. You were planning to hang out at the park and meet up with your friends afterwards to get an ice cream. Just then you notice a twenty-dollar bill fall out of the pocket of the woman walking ahead of you. She does not notice the money fall, and no one else is around.
- While in the restroom at school, you look in the mirror and notice something interesting hanging from the top of the mirror. You are unable to reach it, so you climb onto the sink. The bolt holding the sink breaks and causes one side of the sink to fall.

Continue with the activity as time allows. Discuss each consequence along with other possible positive and negative consequences as appropriate.

Closing

- Reinforce the fact that being honest can be difficult. Ask the students to think of two things that might help them remain honest when they are tempted to do something wrong.

Evaluate

- Do students recognize how daily challenges influence decisions?
- Do students understand how honest and dishonest acts result in different long-term and short-term consequences?

Links to Missouri Show-Me Standards:

Communication Arts

Students will acquire a solid foundation which includes knowledge of and proficiency in comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions).

Performance

Students will demonstrate within and integrate across all content areas the ability to plan and make written, oral and visual presentations for a variety of purposes and audiences.



Honesty in the Face of Adversity

Each day we are faced with decisions. Difficult situations arise, tempting us to make choices that hurt others as well as ourselves. George Washington Carver faced many challenges as a young man. With each challenge, George was faced with a decision: to deal with the issue honestly and respectfully, or to act with disrespect and to be dishonest. Consider the type of decision Carver faced in each of the following examples from his life.

“I wanted to know the name of every stone and flower and insect and bird and beast. I wanted to know where it got its color, where it got its life—but there was no one to tell me. I do not know how I learned to read and write, but I did it in some way, thanks to the Carvers. My only book was an old Webster’s Elementary Spelling Book. I know it almost by heart. I sought the answers to my questions from the spelling book but all in vain.”

—G.W. Carver

When George arrived in Fort Scott, Kansas, he had a difficult time locating a job. He nearly starved to death before he found a job as a cook in a private residence. The long hours did not allow George time to attend school. He lived under the back steps of the house and saved every penny he could. As soon as George had enough money to return to school for a term, he quit the job and returned to school. He rented a small lean-to behind the stagecoach depot which cost him \$1.00 a week. George spent no more than \$1.00 a week for food, and he purchased nothing else. He studied his lessons by candlelight and read everything he could find. By the end of the term, he was again penniless.

George was sometimes treated cruelly by his peers. One time two white boys took George’s schoolbooks and destroyed them. This left George without any books to finish the school term.

Carver worked hard at his studies and was successful in botany and horticulture. He did, however, struggle with history and mathematics. He never earned less than a B average in any of the courses he studied. His classmates remember him as being an outstanding botany student but average in his other courses.



**“We are the architects of our own fortune and the hewers
out of our own destiny.”**

— G.W. Carver

Objectives:

- Students will recognize and demonstrate ways to show respect for property and nature.
- Students will develop and put into effect a plan of improvement for a local park or nature area.

Materials and Preparation:

Materials:

Notebook paper
Pencils
Clipboards or other similar item
Reading 5.1
Cardinal Virtue letter (from teacher background pages)
Names of local parks and nature areas
Maps, brochures, and other reference materials
Catalogs and sale flyers
Internet access (if available)
Handout 5.2 and 5.3

Preparation:

Gather needed materials.
Make copies of handout 5.2 and 5.3 (several per group).
Identify several local parks and/or nature areas. Gather information, photos, videos of the parks, or arrange a day for the students to visit the different areas.

Lesson:

Respecting Our World

Provide each student with a sheet of notebook paper, a pencil, and a clipboard or similar object on which to write. Instruct the students to fold the paper in half, and label one side of the paper *Respect* and the other side *Disrespect*. Lead the class on an investigative walk around the school premises. During the walk, invite the students to cite examples of respect and disrespect being shown toward property and nature under the appropriate column on their charts.

Upon returning to class, use chart paper to compile the students' findings. Ask,

- *What examples of respectful behavior towards nature did you observe?*
- *Towards property?*

- *What evidence of disrespectful behavior did you find? Did the students observe more examples of disrespectful behavior or respectful behavior?*
- *Did anyone observe a disrespectful act being committed by a person who was unaware of their presence?*

Display a copy of the cardinal virtue letter. Ask the students to share which virtues they feel best fit the idea of showing respect towards property and nature. (Virtues one and eight) Encourage the students to support their ideas. Inform the students that George Washington Carver spent a great many hours benefiting from and learning about nature. Ask the students to listen for examples of how Dr. Carver cared for and respected nature as Reading 5.1 is read aloud. After the reading, discuss the level of compassion and respect Dr. Carver felt towards na-

ture.

A Call to Action

As a class, brainstorm a list of the various parks or nature areas that can be found in the community. If possible, make arrangements to take the students on a field trip to one or more of the suggested areas. Invite the students to create a list of ways to enhance the park or nature area (painting benches to cover up graffiti, picking weeds in flower beds, picking up trash or purchasing additional trash cans, repairing broken equipment, or planting flowers or bushes).

Arrange the students in teams, and assign each team a park or a nature area. Inform the students that they will work with a group to research and develop a plan of improvement for their assigned area. If it is not possible for students to visit the location, arrange to have photographs or videos available for students to view the area. The students should use maps, brochures, and other informational texts to gather information about the park or nature area they have been assigned. Encourage the students to make telephone calls to community leaders or those living near the park to determine what they would like to see improved. The students should use catalogs, sale flyers, the Internet, or other provided resources to determine the cost of the improvements. The students may find Handouts 5.2 and 5.3 helpful in planning their improvements.

Throughout the planning portion of the project, discuss the following questions with the students:

- Is property the only thing that is hurt when objects are vandalized?
- When showing respect towards nature and property, is it important to work as a team?
- What examples of respect towards nature/property can you find at your home? School? Community?
- What is the relationship between self-respect and respecting property/nature?

When the project is complete, invite the teams to present their ideas to the class using posters, models and charts.

Making it Work

Once each group has made its presentation, hold a class election, and select the plan the students would like to put into action. If possible, plan a fund raiser to finance the project and/or hold a work day. Invite families and other members of the community to assist in implementing the plan.

Closing

Encourage the students to evaluate the final outcome of the improvement plan:

- Which tasks were most difficult to complete?
- What problems did you discover with your plan? How were they overcome?
- What parts of the plan were the most successful? How do you know?
- How will you apply what you have learned during this project to other aspects of your life?

Evaluate

- Do students recognize how respect can be shown towards property and nature?
- Are students able to work cooperatively to develop a plan? Are students able/willing to successfully carry out the plan?

Links to Missouri Show-Me Standards:

Communication Arts

Students will acquire a solid foundation which includes knowledge of and proficiency in formal and informal presentations and discussions of issues and ideas.

Social Studies

Students will acquire a solid foundation which includes knowledge of and proficiency in the use of tools of social science inquiry (such as surveys, statistics, maps, documents).

Performance

Students will acquire the knowledge and skills to make decisions and act as responsible members of society.



“Day after day I spent in the woods alone in order to collect my floral beauties and put them in my little garden I had hidden in brush not far from the house, as it was considered foolishness in that neighborhood to waste time on flowers.

And many are the tears I had shed because I would break the roots or flowers of some of my pets while removing them from the ground, and strange to say all sorts of vegetation seemed to thrive under my touch until I was styled the plant doctor, and plants from all over the country would be brought to me for treatment. At this time I had never heard of botany and could scarcely read.

Rocks had an equal fascination for me and many are the basketsful that I have been compelled to remove from the outside chimney corner of that old log house, with the injunction to throw them downhill. I obeyed but picked up the choicest ones and hid them in another place, and somehow that same chimney corner would, in a few days, or weeks be running over again to suffer the same fate. I have some of the specimens in my collection now and consider them the choicest of the lot.”

—G.W. Carver

Name/location of park/area _____

Strength of the park/area:

Weakness of the park/area:

Local/community input regarding condition of park/area:

Plans for improvement—

Item Description	Vendor	Cost per item	Quantity	Total
			Total Cost	



“No one can triumph or fail alone. If one suffers, the other must suffer. If one succeeds, the other must rejoice. We are members of one another, one body.”

— G.W. Carver



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